Week of Aug.29, 2011 Second Grade Lessons

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Writing8:00-8:30 /Reading8:30-900** |  | Language Arts**/ReadingEagle Time 9:00 to 9:30** |
| MONDAY | **Morning Routines** | * Students put lunch boxes outside class. Put homework folders in desk. Get out spelling journals and complete a spelling activity in journal. Next read a book from basket. * Students may go to jaws/ breakfast/ early birds between 7:20 and 7:45   Pass out a heart shape. Have students think about people, places and things they care about. St will write these things on their heart. St share out. Glue in writers journals as a source to return to when looking for ideas to write about.  Mini-lesson #1:**Launching the Writing Workshop and Small Moments; Personal Narrative writing.**  Pg 52 Stretching and writing words  Connection Tell children they are writing like the authors they admire. Tell them you’ll teach them how to write words. TEACHING; Write publicly demonstrating what you want children to try. Active Engagement; Ask chidren to join you in writing the sounds you hear in the words you write. Stretching out sounds on your hands. LINK; Tell children to try on their own what you have done together. After the workshop share out their successes. |  | Flash cards or making words; night, high, light right flight find kind sky fly try dry want ant pant rant  Read Aloud: Kevin Hinky author study. Discuss the setting and the characters in the story. BEGIN an anchor chart today on the setting and character. LILLYS PLASTIC PURSE  Introduce this week’s spelling list:  **1. did 8. stop 15. hot**  **2. pin 9. crop 16. before**  **3. tin 10. sock**  **4. hit 11. job**  **5. him 12. frog**  **6. hid 13. drop**  **7. not 14. box** |
| TUESDAY | **Morning Routines** | Use writers journals; Students take about 5 min. to jot down a LIST of things they Know about. Ex. Reptiles, swimming, building things ect. This page will be used as a source of story ideas to return to when looking for ideas to write about. Lucy C. pg 3  Mini-lesson #1:  Page 58 Stretching and writing words; initial sounds |  | Making words: - ight and –y  Read Aloud: Read story 2 by Kevin Hinky ; author study Continue creating the anchor chart with the students this time comparing the setting and characters of the story with yesterdays. WIMBERLY WORRIED |
| WEDNESDAY | **Morning Routines** | Look back in your Journals and pick a topic to write about today. Have students write until the first person decides their story is DONE. Call the students to carpet and discuss what writers do when they feel they are done. See Lucy C page 14 Create the following anchor chart with students.  WHEN I’m DONE   * Add to the picture * Add to the words * Start a new piece of writing   Discuss Stamina as being an important part of doing a good job. |  | Making words USE THIS weeks spelling list.  Read Aloud ; authors study continues / character analysis motivations and feelings of the character. Students complete a flat on the character of the book.  List of recommended books  Pink and Say by Patricia Polacco  Chicken Sunday by Patricia Polacco  The Keeping Quilt by Patricia Polacco  Dona Flor by Pat Mora  Amazing Grace by Mary Hoffman  Boundless Grace by Mary Hoffman  Stella Fairy of the Forest by Marie-Louise Gay  Martha Speaks by Susan Meddaugh  Martha Blah Blah by susan Meddaugh  Kevin Henkes Books |
| THURSDAY | **Morning Routines** | Mini-lesson #1:  Spelling the best we can and moving on. Page 66  ANCHOR CHART;   * Writers choose topics and write what they know about * Writers first think of a topic , envision it, and then draw it * Writers know that when they are finished they have more to do * Writers add more details * Writers write words * Writers say “I’ll Do The Best I Can”   Students read their drafts from the day before and decide to add to it or begin another piece. |  | Mini-lesson #1:  On going questions this week.   * How do skilled readers know when they need to go back and read? * How do effective readers solve words as they are reading. * Why is it important to understand the traits motivations and feelings of characters.   Read Aloud ; authors study continues / character analysis motivations and feelings of the character. Students complete a flat on the character of the book. |
| FRIDAY | **Morning Routines** | Page 74 lucy c.  Using the writing tools: the Alphabet chart.  After teaching the mini lesson on using the alphabet chart as a resource to remember how to spell and use the letter sounds students will take a spelling test.  Prior to the test you may want to warm up with a game of around the world SPARKLE. |  | Mini-lesson #1:  Read Aloud ; authors study continues / character analysis motivations and feelings of the character. Students complete a flat on the character of the book. |

Week of: Sept. 29 Grade Lessons (con’t)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Math Eagle time 10:50 – 11:20  Math Investigations12:07 – 1:15 |  | Science/Social Studies  I B Units of study  1:35 – 2:30 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MONDAY | **MUSIC** | **Math Eagle**: Students will use their math journals to record their answers for Lone Star Math and a word problem. The focus of the word problem is Strategies and understanding what the problem is requiring in terms of operation (add, subtract, multiply, divide) See word problem folder next to Teachers computer for daily word problems. |  | How we organize ourselves; Systems  Setting up Science notebooks  Review the criteria for recording information in the journals. Discuss the organization of the journal. Try to use the unit language of “how are science notebooks set up, are they a system? what makes a system”  Discuss who is a scientist.  Discuss the different types of scientist.  Geologist, physics, chemist, botanist, etc.  Students will draw a picture of themselves as a scientist on the first page of the journal. Number the pages of the journal.  formative assessment probe "Doing Science" (in the box). Have students complete independently. Allow 10 minutes to answer. When time is up use the "Four Corners" Strategy (each corner of the room is one of the peoples responses, students go to the corner that represents the person they agree with).  In their science notebooks have them title one half "What do Scientists do?" and "What does science look like?". Brainstorm as a whole class answers to each of the questions. After brainstorming, students will write what scientists do and then they will draw a picture of what they think a scientist looks like. (in journal or on separate paper to hang around the room.  Share science notebook PowerPoint  Review expectations page and have them glue it on the inside cover  Discuss lab and science safety and separate charade cards and have students act out the science and discuss what they were doing that showed science safety  Pass out contract to be signed, returned, and put in notebooks. | 2:40 Dismissal// Car riders |
| Investigations  Unit 1 TimeRead and write times shown on analog and digital clocks using five minute increments. Describe activity that take approximately one second, one minute and one hour.  Envisions Math Topic 19 Intro game students identify time.  Discuss the different parts of the clock. How each part is used. Teacher writes a digital time on the board and students will use hand held clocks to create and show that time.  Students will begin to use their math menu to choose games in mathematic concepts addition and subtraction. Review  Anchor chart: **one second, one minute and one hour.**  Each day pose a question to students to tell how much time it would take to do different activities. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TUESDAY | **PEWE** | **Math Eagle**: Students will use their math journals to record their answers for Lone Star Math and a word problem. The focus of the word problem is Strategies and understanding what the problem is requiring in terms of operation (add, subtract, multiply, divide) See word problem folder next to Teachers computer for daily word problems. | **Lunch 11:33 – 12:03** | UNIT PLANNER-  Set up how you will display your CENTRAL IDEA AND LINES OF INQUIRY IN YOUR CLASSROOM (anchor chart with the overall theme, central idea, lines of inquiry and a spot for questions asked during the unit)  Essential Questions-  Why do we have rules?  Who makes rules and how?  Who decides on the rules?  What makes a rule fair?  What’s the difference between a rule and a law?  What would happen if we didn’t have rules?  What incorporates a community?  What makes a community work effectively?  Why is it important to follow community rules? What do we do to stay safe in our community?  How do you choose the right decision?  How do you know you made the right decision?  Does the right decision look the same for everyone?  How do climate patterns affect our choices?  How can we organize and plan for everyday experiences?  Are there observable patterns that help us plan?  -Pose a few of the following essential questions (ones in red) to the student’s one to each group. Have them come up with their thinking on a large dry erase/chart paper and share with out with the class. The students will agree or disagree and discuss as to add to the boards. Create a final class anchor chart with their finding. | 2:40 Dismissal |
| Investigations  Envisions 19:1 p. 547  Review the parts of the clock and how we read an analog clock. Students will practice creating times with increments of 5 min. |
| WEDNESDAY | **PEWE** | **Math Eagle**: Students will use their math journals to record their answers for Lone Star Math and a word problem. The focus of the word problem is Strategies and understanding what the problem is requiring in terms of operation (add, subtract, multiply, divide) See word problem folder next to Teachers computer for daily word problems. | **Recess 1:15-1:35** | Use Social Studies text to discuss who makes rules In our community.  -Why do we have these rules?  -What would happen if we didn’t have these rules?  -What makes a good rule?  Could have students get into 2 groups at their table groups and have one group be PRO NO RULES and the other be CON NO RULES. The students have to argue the pros and cons of not having and following rules in their community. Students will be having a debate with their table members!-give the groups time to come up with their PROs and CONs before debate.  Share out and create class anchor chart  Have students get into groups and pick a rule from our community that the citizens must follow. Have them answer the following questions  **What does this rule mean?**  **Why do you think we have this rule?**  **Demonstrate this rule in action (show me what it looks like).**  **After each group presents, write and reflect on a class anchor chart** | 2:40 Dismissal |
| Investigations: Envisions Math 19.2 pp551 |
| THURSDAY | **ART** | **Math Eagle**: Students will use their math journals to record their answers for Lone Star Math and a word problem. The focus of the word problem is Strategies and understanding what the problem is requiring in terms of operation (add, subtract, multiply, divide) See word problem folder next to Teachers computer for daily word problems. |  | Review the role of Mayor, governor and president.  -Complete an learning engagement from the unit planner  Examples- mind map, suitcase of role cards | 2:40 Dismissal |
| Investigations Envision 19.3 pp555 |
| FRIDAY | **PEWE** | **Math Eagle**: Students will use their math journals to record their answers for Lone Star Math and a word problem. The focus of the word problem is Strategies and understanding what the problem is requiring in terms of operation (add, subtract, multiply, divide) See word problem folder next to Teachers computer for daily word problems. |  | Continue working on activity from yesterday or work on having students create a list of descriptive words they would want in a president, mayor, governor. (IB Traits and attitudes)  If time allows have students create a campaign poster using IB attitudes and traits for a classmate to run for classroom ambassador. Students will then vote as a class to decide which student will be the class ambassador.  (you could have them create a poster of themselves or have students draw names and create a poster for another student in the classroom)\*\*\*Make sure to go over expectations on making a positive poster for another student before the students begin working  \*\*\*These activities may not all get completed depending on time in your room, work at YOUR classroom pace and you will finish these activities the following week\*\*\* | 2:40 Dismissal |
| Investigations : Rapids Assessment 2.10 b 2.10c pp.1057  Math choice Math menu and Envision time games while teacher takes assessments. |